



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1760 Joy Lane, Fort Mohave, AZ 86426

Mohave Valley Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. K. Reyer-Ferrand  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-6  
Web Address : [www.mvesd16.org](http://www.mvesd16.org)  
Phone Number : (928) 768-3986  
Fax Number : (928) 768-8075  
E-mail : [reyerk@mvesd16.org](mailto:reyerk@mvesd16.org)

### Mission

Fort Mojave Elementary provides comprehensive, success-oriented learning activities for young people. Opportunities are designed to develop potential in all areas of educational academics.

#### SCHOOL IMPROVEMENT TEAM MISSION STATEMENT:

As an educational "TEAM" at FORT MOJAVE, educators, parents and community members are committed to providing the opportunities and encouragement for each child to reach his or her full potential as a student, family member and community member.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Fort Mojave Elementary School will increase the number of students who meet or exceed Arizona Language Arts Standards, Math Standards and Writing Standards by 5% each year, decreasing the number of students who fall far below.
- ü Fort Mojave Elementary School will work towards better communication between school and home by utilizing frequent positive phone communication, student agendas, progress reports and parent conferences in grades K-6.

### Enrollment

October 1, 2005 School Year Student Enrollment : 515  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 24

## Instructional Programs

- Ü On-site Special Education
- Ü Gifted and Talented Program
- Ü Title 1 Services K-6th
- Ü ESL Bilingual Program
- Ü Character Ed Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	7/21/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

We offer a challenging curriculum aligned with State Standards, an outstanding teaching staff, Title I services, monthly/weekly communication (newsletters, progress reports and phone calls home) to keep parents informed of their child's progress. In addition, most teachers post their grades on the web. Parents may contact the teacher for specialized passwords.

### Parents

Parents will encourage their children to attend school regularly, teach positive school behavior, review homework often, monitor television watching, encourage positive extracurricular time, volunteer in the classroom and attend conferences.

## Transportation Policy

Bus transportation is provided to students who live more than one-half mile from the school. We run seven bus routes. We transport approximately 250 students a day.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü PTA Reflections Art Program Winners	2001
Ü Presidential Award - Academic Excellence	2003
Ü Presidential Award - Academic Excellence	2004
Ü Presidential Award - Academic Excellence	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	186	80010	100	95	99	466	451	447	NA	4	10	8	19	18	70	61	53	23	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	101	38935	100	98	99	463	451	447	NA	3	9	9	18	19	72	62	55	19	17	17
Male	33	85	40974	100	91	98	470	449	448	NA	6	11	6	20	18	67	59	52	27	15	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	11	33	34545	100	94	99	468	442	432	NA	3	14	9	24	24	73	64	53	18	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	10	3979	--	91	96	--	NA	424	--	NA	17	--	NA	30	--	NA	47	--	NA	6
White	66	135	35142	100	95	99	466	455	465	NA	4	5	8	16	11	68	61	56	24	19	28
Students with Disabilities	NC	23	10161	NC	72	93	NC	438	419	NC	17	28	NC	26	28	NC	43	36	NC	13	8
Students without Disabilities	73	163	69849	100	99	100	468	452	451	NA	2	7	5	18	17	73	63	56	22	17	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	107	39029	100	92	98	455	440	432	NA	7	14	12	24	25	79	59	52	10	10	9
Non-Economically Disadvantaged	38	79	40981	100	99	100	478	464	462	NA	1	6	3	11	13	61	63	54	37	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	185	79438	100	94	98	476	460	451	5	6	9	9	21	24	69	62	56	18	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	100	38775	100	97	99	474	467	457	6	6	7	9	15	22	70	67	58	15	12	13
Male	33	85	40560	100	91	97	478	452	446	3	6	12	9	28	25	67	56	54	21	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	11	33	34297	100	94	98	479	447	434	9	9	14	NA	27	31	73	58	50	18	6	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	10	3940	--	91	95	--	NA	429	--	NA	14	--	NA	36	--	NA	47	--	NA	3
White	66	134	34887	100	94	98	475	466	471	5	5	4	11	17	15	67	66	63	18	12	18
Students with Disabilities	NC	22	9588	NC	69	88	NC	434	416	NC	18	30	NC	27	32	NC	50	34	NC	5	5
Students without Disabilities	73	163	69850	100	99	100	480	463	456	3	4	7	7	20	23	73	64	59	18	12	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	42	106	38685	100	91	97	462	448	435	5	8	14	14	28	32	74	58	50	7	6	5
Non-Economically Disadvantaged	38	79	40753	100	99	99	491	476	467	5	4	5	3	11	16	63	67	62	29	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	190	79971	100	97	99	451	432	423	4	9	8	28	33	41	63	53	49	6	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	102	38974	100	99	99	454	449	437	4	7	5	21	23	33	66	64	57	9	7	4
Male	33	88	40895	100	95	98	446	413	410	3	13	10	36	45	47	58	41	41	3	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	11	34	34481	100	97	99	458	414	410	NA	12	10	18	35	46	73	50	43	9	3	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	10	3995	--	91	96	--	NA	409	--	NA	10	--	NA	47	--	NA	42	--	NA	1
White	66	139	35150	100	98	99	447	436	437	5	9	5	30	34	35	61	53	56	5	4	5
Students with Disabilities	NC	28	10258	NC	88	94	NC	391	377	NC	29	23	NC	46	51	NC	25	25	NC	NA	1
Students without Disabilities	73	162	69713	100	99	100	453	439	429	4	6	5	25	31	39	64	58	52	7	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	42	110	38994	100	95	98	439	420	409	5	13	10	33	36	47	60	50	41	2	1	1
Non-Economically Disadvantaged	38	80	40977	100	100	100	463	449	437	3	5	5	21	29	34	66	58	56	11	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	224	80147	100	98	99	487	472	482	4	10	11	15	18	17	65	60	49	16	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	111	39281	100	98	99	493	474	483	NA	11	9	17	15	17	59	59	50	24	14	24
Male	40	113	40780	100	98	98	480	469	482	8	10	12	13	21	17	73	61	48	8	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	15	57	33494	100	100	99	484	463	466	13	14	15	7	21	23	67	60	49	13	5	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	12	4117	--	92	96	--	446	456	--	8	19	--	42	27	--	50	46	--	NA	8
White	62	146	36122	100	98	99	489	478	501	2	10	5	16	14	10	65	62	50	18	15	35
Students with Disabilities	NC	25	10295	NC	86	92	NC	435	443	NC	32	33	NC	36	26	NC	32	33	NC	NA	8
Students without Disabilities	74	199	69852	100	100	100	490	476	488	4	8	7	9	16	16	69	64	51	18	13	26
Limited English Proficient Students	NC	13	12722	NC	100	97	NC	419	441	NC	46	27	NC	31	33	NC	23	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	36	115	38371	100	97	97	475	458	465	8	15	15	22	23	23	56	56	49	14	6	13
Non-Economically Disadvantaged	45	109	41776	100	100	100	496	486	498	NA	6	6	9	13	11	73	65	49	18	17	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	221	79686	100	97	98	484	467	470	4	10	11	23	28	24	54	52	57	19	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	108	39163	100	96	99	484	471	475	2	6	9	29	29	22	46	57	60	22	8	10
Male	40	113	40438	100	98	97	484	463	465	5	15	13	18	27	25	63	48	54	15	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	15	56	33299	100	98	98	462	456	452	13	16	17	20	29	32	67	50	47	NA	5	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	12	4087	--	92	96	--	439	446	--	NA	16	--	75	38	--	25	44	--	NA	2
White	62	144	35914	100	97	98	492	475	489	2	10	5	21	21	15	53	58	67	24	12	14
Students with Disabilities	NC	23	9808	NC	79	87	NC	423	432	NC	35	35	NC	43	32	NC	22	30	NC	NA	3
Students without Disabilities	74	198	69878	100	99	100	488	471	475	4	8	8	19	26	23	57	56	61	20	10	9
Limited English Proficient Students	NC	12	12594	NC	92	96	NC	405	422	NC	50	34	NC	33	45	NC	17	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	36	112	38095	100	94	97	469	455	452	8	13	17	31	37	32	53	46	48	8	4	3
Non-Economically Disadvantaged	45	109	41591	100	100	99	497	479	486	NA	8	6	18	19	16	56	59	65	27	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	225	80372	100	99	99	488	458	475	NA	7	4	25	40	30	75	53	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	113	39452	100	100	99	499	461	488	NA	10	3	15	30	22	85	59	72	NA	1	3
Male	40	112	40836	100	97	98	477	455	464	NA	4	6	35	49	37	65	46	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	15	56	33608	100	98	99	486	446	462	NA	9	6	27	43	36	73	48	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	13	4128	--	100	97	--	439	464	--	8	4	--	54	39	--	38	56	--	NA	1
White	62	147	36213	100	99	99	489	464	489	NA	7	2	24	37	22	76	56	72	NA	1	3
Students with Disabilities	NC	28	10526	NC	97	94	NC	406	427	NC	21	15	NC	64	53	NC	14	31	NC	NA	1
Students without Disabilities	74	197	69846	100	99	100	491	465	482	NA	5	3	20	36	26	80	58	69	NA	1	2
Limited English Proficient Students	NC	12	12747	NC	92	97	NC	397	432	NC	25	12	NC	67	52	NC	8	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	36	115	38521	100	97	98	482	449	461	NA	9	6	33	43	38	67	49	55	NA	NA	1
Non-Economically Disadvantaged	45	110	41851	100	100	100	493	467	489	NA	5	3	18	36	22	82	57	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	212	79306	100	100	99	507	495	504	6	11	13	24	31	20	52	45	49	18	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	104	38845	100	100	99	507	495	505	5	12	11	21	31	20	60	46	50	14	12	18
Male	45	108	40383	100	99	98	508	494	504	7	10	14	27	31	19	44	44	47	22	14	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	12	42	32673	100	100	99	508	488	487	8	5	18	17	43	25	75	50	46	NA	2	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	17	4034	NC	94	97	NC	451	479	NC	41	22	NC	35	29	NC	24	43	NC	NA	7
White	69	144	36234	100	100	99	510	501	523	6	10	6	22	26	13	49	47	52	23	17	28
Students with Disabilities	NC	31	10286	NC	97	91	NC	462	462	NC	35	41	NC	42	27	NC	16	27	NC	6	5
Students without Disabilities	81	181	69020	100	100	100	508	500	510	4	7	9	23	29	18	56	50	52	17	14	21
Limited English Proficient Students	--	NC	10291	--	NC	96	--	NC	458	--	NC	38	--	NC	34	--	NC	26	--	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	36	90	37437	97	97	97	508	486	486	6	13	19	17	37	26	64	40	46	14	10	9
Non-Economically Disadvantaged	52	122	41869	100	100	100	506	501	521	6	9	7	29	27	14	44	49	51	21	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	210	79000	100	99	98	495	483	489	3	8	10	28	34	24	61	52	58	8	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	103	38774	100	100	99	499	487	494	5	4	7	23	35	22	63	54	61	9	7	10
Male	44	107	40150	98	98	98	491	480	485	2	11	12	32	34	25	59	50	55	7	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	12	42	32508	100	100	98	488	469	472	NA	10	15	33	40	33	67	50	49	NA	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	17	4016	NC	94	96	NC	458	467	NC	24	14	NC	41	37	NC	35	46	NC	NA	2
White	68	142	36135	100	99	98	499	491	508	3	5	4	25	32	14	62	54	67	10	9	15
Students with Disabilities	NC	29	9991	NC	91	88	NC	452	449	NC	21	33	NC	52	36	NC	28	29	NC	NA	2
Students without Disabilities	81	181	69009	100	100	100	497	488	495	4	6	6	25	31	22	63	56	62	9	7	10
Limited English Proficient Students	--	NC	10199	--	NC	95	--	NC	439	--	NC	35	--	NC	47	--	NC	18	--	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	36	90	37234	97	97	97	490	476	472	NA	7	15	36	43	33	64	49	50	NA	1	3
Non-Economically Disadvantaged	51	120	41766	100	100	99	499	489	505	6	8	5	22	28	16	59	54	65	14	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	212	79611	100	100	99	494	476	496	3	11	7	47	50	37	50	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	104	39016	100	100	99	510	493	511	NA	4	4	35	41	29	65	55	66	NA	NA	1
Male	45	108	40519	100	99	98	478	459	482	7	18	10	58	59	44	36	23	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	12	42	32855	100	100	99	507	469	481	NA	12	10	33	50	43	67	38	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	16	3992	NC	89	96	NC	456	478	NC	19	10	NC	69	46	NC	13	44	NC	NA	0
White	69	145	36380	100	100	99	492	480	511	4	10	4	48	48	30	48	42	65	NA	NA	1
Students with Disabilities	NC	32	10664	NC	100	94	NC	441	440	NC	34	23	NC	44	54	NC	22	22	NC	NA	1
Students without Disabilities	81	180	68947	100	100	100	496	482	504	1	7	4	48	52	34	51	42	61	NA	NA	1
Limited English Proficient Students	--	NC	10362	--	NC	97	--	NC	438	--	NC	22	--	NC	57	--	NC	21	--	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	36	90	37626	97	97	98	496	471	479	3	14	10	50	51	45	47	34	45	NA	NA	0
Non-Economically Disadvantaged	52	122	41985	100	100	100	493	480	511	4	8	4	44	50	30	52	42	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	217	79327	100	100	98	524	520	518	11	13	19	20	22	20	56	52	46	13	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	112	38961	100	100	98	529	523	520	7	7	16	17	19	20	66	65	48	10	9	16
Male	30	105	40295	100	99	97	518	516	516	17	19	21	23	25	19	43	37	44	17	19	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	NC	40	32327	NC	100	98	NC	506	499	NC	20	27	NC	25	25	NC	43	41	NC	13	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	13	4391	NC	100	96	NC	484	489	NC	46	32	NC	15	27	NC	31	36	NC	8	4
White	60	161	36373	98	99	98	527	527	538	8	8	10	18	20	14	62	57	52	12	15	25
Students with Disabilities	NC	26	9321	NC	100	87	NC	467	467	NC	62	54	NC	19	22	NC	19	21	NC	NA	3
Students without Disabilities	65	191	70006	100	99	100	529	527	524	8	6	14	18	22	19	60	56	49	14	16	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	24	92	37097	100	99	97	511	504	498	17	21	27	25	24	25	50	47	41	8	9	7
Non-Economically Disadvantaged	47	125	42230	100	100	99	531	531	535	9	7	11	17	20	15	60	55	50	15	18	24

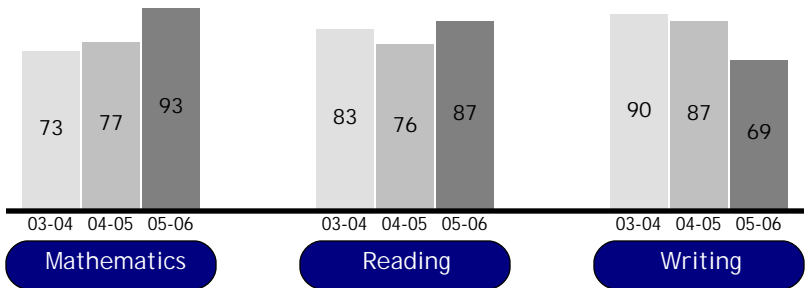
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	217	79501	100	100	98	508	498	497	4	7	10	20	29	25	70	61	60	6	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	112	39062	100	100	99	517	505	502	2	5	8	17	26	23	71	63	64	10	6	5
Male	30	105	40368	100	99	98	497	490	491	7	9	13	23	31	27	70	60	57	NA	NA	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	NC	40	32389	NC	100	98	NC	480	478	NC	20	16	NC	28	34	NC	53	48	NC	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	13	4401	NC	100	96	NC	478	473	NC	15	17	NC	46	40	NC	38	43	NC	NA	1
White	60	161	36446	98	99	99	510	504	516	2	3	4	22	27	15	70	65	73	7	4	7
Students with Disabilities	NC	26	9411	NC	100	88	NC	456	453	NC	27	36	NC	58	36	NC	12	26	NC	4	1
Students without Disabilities	65	191	70090	100	99	100	513	504	502	5	4	7	15	25	24	74	68	65	6	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	24	92	37183	100	99	97	493	485	479	13	12	16	25	38	34	63	50	49	NA	NA	1
Non-Economically Disadvantaged	47	125	42318	100	100	99	516	507	513	NA	3	5	17	22	17	74	70	70	9	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	217	80000	100	100	99	545	541	564	4	5	3	10	14	11	80	76	75	6	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	112	39288	100	100	99	560	554	579	2	4	2	5	6	6	83	83	77	10	6	16
Male	30	105	40644	100	99	98	524	527	549	7	5	4	17	23	15	77	70	74	NA	3	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	NC	40	32672	NC	100	99	NC	503	548	NC	18	4	NC	18	14	NC	63	76	NC	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	13	4424	NC	100	97	NC	523	549	NC	8	3	NC	15	14	NC	77	77	NC	NA	5
White	60	161	36602	98	99	99	547	551	579	3	1	2	8	14	7	85	80	75	3	5	16
Students with Disabilities	NC	26	9919	NC	100	93	NC	489	505	NC	4	9	NC	50	35	NC	46	54	NC	NA	2
Students without Disabilities	65	191	70081	100	99	100	548	548	571	5	5	2	8	9	7	82	81	79	6	5	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	24	92	37534	100	99	98	532	523	547	4	8	4	13	18	15	79	72	76	4	2	5
Non-Economically Disadvantaged	47	125	42466	100	100	100	552	554	578	4	2	2	9	11	7	81	80	75	6	6	16

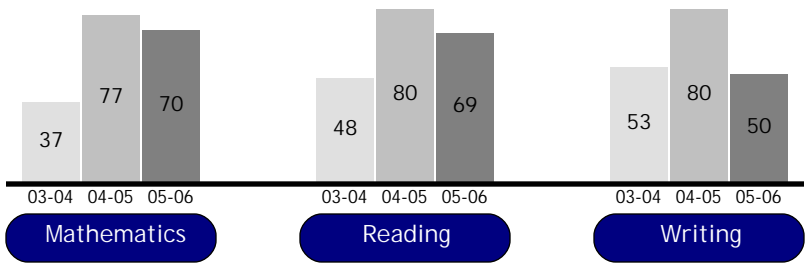
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	49	NA	58	100	49	55	47	100	59	50	46
	Language	100	37	41	50	100	53	61	47	100	52	50	48
	Mathematics	100	50	56	64	100	52	58	50	100	54	54	52
3	Reading	100	55	NA	55	98	53	46	44	100	59	50	46
	Language	100	60	48	61	98	49	44	44	100	58	50	46
	Mathematics	100	66	57	61	98	55	47	51	100	67	54	52
4	Reading	97	64	NA	56	100	51	46	48	100	61	48	52
	Language	100	55	45	52	100	53	46	49	100	59	48	52
	Mathematics	100	66	59	61	100	57	50	53	100	58	52	58
5	Reading	100	47	NA	55	98	56	49	50	99	65	54	56
	Language	100	38	36	49	98	54	47	50	100	58	48	54
	Mathematics	100	50	47	63	98	53	48	49	100	54	46	52
6	Reading	100	69	NA	56	100	51	47	51	99	63	54	56
	Language	100	59	42	48	100	50	45	47	99	58	50	50
	Mathematics	100	76	59	66	97	56	50	52	99	67	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Fort Mojave Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü School Improvement Plan
- ü Student Dress
- ü Before/After School Activities
- ü School Safety
- ü Disciplinary Procedures
- ü Food and Transportation

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	3.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	1	2	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	4%

## Resources Available at School Site

### Special Facilities

- ü Library Computer Bank
- ü School Library

### Extracurricular Activities

- ü Science
- ü Drama
- ü Choir
- ü Sports
- ü TAG
- ü Study Activity
- ü Computer Club
- ü School Newspaper

### Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Community Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Over the past 4 years our Reading scores have improved in most grades tested, as measured by state or district tests.

Ü Over the past 4 years we have shown great improvement in our Math scores as measured by state or district tests.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	87	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Fort Mojave Elementary Site Council has developed an Emergency Response Plan, provided Emergency Bags for each classroom, new vertical blinds for windows, staff and visitors ID badges and vehicle ID cards are required.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Mrs. Hoffman	(928) 768-3986
Transportation Policy	Laidlaw Transit	(928) 768-8700
Community Resources	Mohave Mental Health	(928) 758-5905
School Nutrition Programs	Mrs. Penry	(928) 768-2211
Parent Organization	Ron Evans	(928) 788-4218
Student Health/Nurse	Mrs. Brodbeck	(928) 704-3600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.